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ABSTRACT

The document reports findings of a 1988-89 survey of all school districts in New Jersey to determine the status of gifted education. Major findings included the following: a total of 122,626 New Jersey students were identified and served during the 1988-89 school year; a larger percentage (11.3%) of the total school population was served than in the previous year; the number of urban students served more than doubled from the previous year; the most common program provided students in grades 2-6 is a pull-out program whereas the most common program provided gifted students in grades 7-12 is enrichment in the regular classroom; all school districts use multiple criteria to identify gifted students; teacher nomination and standardized achievement test scores are the most common methods used for gifted identification in grades PreK-9, whereas teacher nomination and report card grades are the most common identification methods used in grades 10-12; in grades PreK-8, there is a higher percentage (56%) of gifted program teachers than other program teachers (44%) with the reverse being true in grades 9-12. The survey form is attached. (DB)

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THE STATUS OF GIFTED EDUCATION IN NEW JERSEY

ANALYSIS OF THE 1988-89 GIFTED EDUCATION SURVEY

ED322687

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ANALYSIS OF THE 1988-89 GIFTED EDUCATION SURVEY

TABLE OF CONTENTS

	Page
Summary of Findings	1
The Gifted Education Survey	2
Survey Results/Analysis	3
• Comparative Summary	3
• Statewide Summary of Gifted Students Served	5
• Statewide Summary of Program Options	7
• Description of Program Options	10
• Identification Methods and Procedures	12
• Staffing of Gifted Programs	14
The 1988-89 Gifted Education Survey Form	16

Summary of Findings

Gifted Students Served

- A total of 122,626 New Jersey students were identified and served through programs for the gifted during the 1988-89 school year.
- A comparison of the data presented in the 1986-87 and 1988-89 survey reports shows that a larger percentage (11.3%) of the total school population was identified as gifted and served during the 1988-89 school year than during the 1986-87 school year (9.9%).
- A comparision of the data collected in the 1986-87 and 1988-89 survey also indicates that the number of urban students served increased dramatically from 20,142 students in 1986-87 to 45,210 in 1988-89.

Program Options and Scheduling

- Programs for gifted students in grades PreK-1 occur most often as enrichment in the regular classroom (approximately 3.2 hours per week).
- Programs for gifted students in grades 2-6 occur most often as enrichment in a pull-out program (approximately 3.3 hours per week).
- Programs for gifted students in grades 7-12 occur most often as a combination of acceleration and enrichment in the regular classroom (approximately 12 hours per week).

Identification

- All school districts use multiple criteria to identify gifted students.
- Teacher nomination and standardized achievement test scores are the methods used most often for identifying gifted students in grades PreK-9.
- Teacher nomination and report card grades are the methods used most often for identifying gifted learners in grades 10-12.

Staffing

- In grades PreK-8, there is a higher percentage (56%) of gifted program teachers than other program teachers (44%). The reverse is true in grades 9-12.

The Gifted Education Survey

In the spring of 1989, a gifted education survey was distributed to all districts within the state. The instrument (see page 16 for the survey form), developed by the New Jersey State Department of Education, sought the following data:

1. Number of identified students served, by grade;

2. Number of students receiving instruction in self-contained classrooms, regular classrooms, pull-out programs, and/or other program options, by grade;

3. Average number of instructional hours per week for each program option, at each grade level;

4. Designation of type of program (acceleration, enrichment, or both), for each program option;

5. Identification instruments used to determine placement at each grade level; and

6. Staffing for gifted programs, grades PreK-8 and grades 9-12.

The data are collected as part of department's effort to assess the current status of gifted education and to plan the delivery of services to educators of the gifted, statewide.

Survey Results/Analysis

1. Comparative Summary

A comparison of the data in the 1986-87 and 1988-89 survey reports reveals that the number of urban students being served has more than doubled. In 1986-87, urban schools identified 7.3% of their student population as gifted; in 1988-89, 11.7% were identified and served in urban districts. The number of non-urban gifted has decreased from 89,883 to 77,416, but the percentage (11.1%) of students identified and served is larger than in 1986-87 (10.9%).

Although the teacher/pupil ratio has decreased statewide (from 1:33 to 1:28) and in non-urban districts (from 1:44 to 1:28), it has increased in urban districts (from 1:17 to 1:28), reflecting the rise in the number of gifted students being served in urban schools without a significant increase in staff.

All identified gifted students received more instructional hours per week in 1988-89 than in 1986-87. Instructional time in self-contained classes for gifted learners increased 14.2 hours per week (302%); in regular classrooms, 3.4 hours per week (68%); in pull-out programs, 2.1 hours per week (190%); and in other program options, 3.2 hours per week (3200%).

Table 1 shows a comparison of data collected on the 1986-87 and 1988-89 gifted education surveys.

Areas of comparison are:

- Number and percentage of students identified as gifted and served (urban,* non-urban, and statewide).
- Teacher/Pupil ratio (urban,* non-urban, and statewide).
- Average number of instructional hours per week for each program option (self-contained, regular classroom, pull-out program, and other options).

* Only districts specifically identified as urban are included in this analysis.

TABLE 1: Comparative Summary

Gifted Students Identified and Served:	1986-87 Number of Students	1986-87 Percent of Total School Population	1988-89 Number of Students	1988-89 Percent of Total School Population
Statewide	110,025	9.9%	122,626	11.3%
Urban	20,142	7.3%	45,210	11.7%
Non-Urban	89,883	10.9%	77,416	11.1%
Teacher/Pupil Ratio				
Statewide	1:33		1:28	
Urban	1:17		1:28	
Non-Urban	1:44		1:28	
Average Instructional Hours Per Week				
Self-Contained	4.7		18.9	
Regular Classroom	5.0		8.4	
Pull-out Program	1.1		3.2	
Other	.1		3.3	

2. Statewide Summary of Gifted Students Served

For the 1988-89 academic year, school districts identified and served 122,626 gifted learners. This represents 11.3% of the state school population (1,080,871).

A comparison with 1986-87 data (9.9%) indicates that a larger percentage of the total school population (11.3%) was identified as gifted and served in 1988-89, even though overall state school population has decreased by approximately 26,000 students since the 1986-87 academic year.

A significantly larger percentage of gifted children received differentiated instruction in grades 4-12 than in grades PreK-3 for the 1988-89 academic year. A comparison with the 1986-87 data indicates a similar trend although the data for 1988-89 show a slight increase in the number of students served at each grade level, K-12.

More gifted children (17.6%) continue to be identified and served in the eighth grade in New Jersey schools than in other grades. Twelfth grade is second (17.5%), and seventh grade is third (16.6%).

Table 2 shows a comparison of data collected in the 1986-87 and 1988-89 gifted education surveys. It details, by grade level, the number of identified students served and the corresponding percentage of the total student population.

TABLE 2: Statewide Summary

Number and Percent of Students Identified and Served in Programs for the Gifted by Grade Level

	1986-87		1988-89	
Grade Level	Number of Students	% of Population	Number of Students	% of Population
Pre K	-	-	149	2.4
K	1,434	1.8	1,902	2.4
1	3,091	3.6	3,711	4.2
2	5,267	6.6	5,688	7.0
3	7,701	10.1	8,174	10.3
4	9,713	12.8	10,685	13.7
5	10,220	13.9	10,989	14.4
6	10,482	14.0	11,616	15.3
7	11,174	14.5	12,335	16.6
8	10,936	14.3	12,964	17.6
9	8,569	9.8	9,267	11.7
10	9,320	10.4	10,414	13.7
11	10,465	11.8	11,083	14.7
12	11,653	14.2	13,649	17.5
Total	110,025	9.9	122,626	11.3

3. Statewide Summary of Program Options

Most gifted students in grades PreK-1 participated in differentiated learning experiences in the regular classroom, approximately 3.2 hours per week. At the kindergarten and first-grade levels, the second most popular program option was the pull-out program.

In grades 2-6, the pull-out program continued to be the option most frequently used to meet the needs of gifted learners. The average number of hours of instruction per week increased from approximately 1.0 hours per week in 1986-87 to 3.3 hours per week in 1988-89 for pull-out programs at these grade levels.

Gifted learners in grades 7-12 received instruction most often in the regular classroom. The average number of hours of instruction (12 hours per week) indicates that these are primarily honors and/or advanced placement classes in specific subject areas, taught by regular classroom teachers.

Self-contained, differentiated classes for gifted students provided the highest average number of instructional hours (25.6 hours per week) for students in grades K-7. In contrast, honors classes in grades 8-12 offered the highest average number of instructional hours (12.5 hours per week).

Table 3A includes the number of students, by grade level, who participated in differentiated learning experiences in self-contained classes, regular classrooms, pull-out programs, and/or other program options. Table 3B indicates the average number of instructional hours per week for each program option. (A more detailed explanation of each type of program is given with Table 4.) Since some students participated in more than one program option, the number of students at each grade level reflects a duplicated count.

TABLE 3A: Statewide Summary

Program Options for Gifted Learners 1988-89

Grade	Self-Contained Differentiated Classes: Number of Students	Regular Classroom: Number of Students	Pull-Out Program: Number of Students	Other Options: Number of Students
Pre K	10	139	-	27
K	311	1,932	656	236
1	695	2,817	1,780	358
2	915	2,835	3,607	584
3	1,189	2,350	5,790	909
4	1,508	2,065	7,770	1,842
5	1,631	2,267	7,676	2,364
6	2,096	3,314	6,005	2,987
7	2,789	5,416	3,627	2,768
8	2,922	6,139	3,249	2,471
9	3,427	4,936	57[illegible]	914
10	3,874	5,642	665	967
11	3,961	6,582	797	1,447
12	4,989	7,847	853	1,726
Total	30,317	54,281	43,047	19,600

TABLE 3B: Statewide Summary

Average Number of Instructional Hours Per Week for Program Options for Gifted Learners 1988-89

Grade	Self-Contained Differentiated Classes: Average Hours/Week	Regular Classroom: Average Hours/Week	Pull-Out Program: Average Hours/Week	Other Options: Average Hours/Week
Pre K	-	3.0	-	5.0
K	7.3	3.0	1.3	1.6
1	11.1	3.8	1.9	2.1
2	32.3	3.8	2.3	1.9
3	34.7	5.2	2.7	3.3
4	34.8	5.9	3.4	2.5
5	42.2	6.2	4.0	3.0
6	32.5	6.3	4.2	2.8
7	10.2	9.7	3.3	3.5
8	9.6	12.4	2.9	3.8
9	7.6	11.3	2.7	3.8
10	7.5	12.4	3.7	4.1
11	7.6	11.0	3.8	3.6
12	8.2	15.3	5.1	4.6

4. Description of Program Options

In New Jersey, a variety of program options exist for meeting the needs of gifted learners. Below is a brief description of each program type.

Self-contained, differentiated classes are those classes taught by a teacher of the gifted. In grades PreK-8, 64% of all self-contained classes for the gifted offered a combination of acceleration of the major subjects taught at each grade level and enrichment activities in a variety of areas. In grades 9-12, 61% of all self-contained classes provided both acceleration and enrichment, primarily in the form of independent study and mentorship programs. The average number of instructional hours per week was much less for students in grades 9-12 (7.7 hours per week) than in grades PreK-8 (23.9 hours per week). A total of 689 self-contained classes served 30,317 identified gifted students.

Differentiated learning activities in the regular classroom are usually facilitated by regular classroom teachers in the primary grades and/or special subject teachers at the middle and high school levels. In grades PreK-8, the emphasis was on either enrichment only (45% of all regular classroom programs) or acceleration plus enrichment (44%). Only 11% of all regular classroom differentiation at the PreK-8 levels was acceleration only. In contrast, only 8% of programs in grades 9-12 offered enrichment only. Classes at the 9-12 levels included mostly honors and advanced placement courses in the major subject areas, 58% being a combination of acceleration and enrichment. The largest number of identified gifted students in grades 7-12 are scheduled into this program option.

Pull-out classes are usually taught by a teacher of the gifted or guest lecturer. They may include mini-units of study and lectures/seminars on a variety of topics. Most classes were purely enrichment (68% at the PreK-8 level and 54% in grades 9-12). Students who attend these classes are "pulled out" of regularly scheduled classes, often having to "make up" missed work when they return. This is the most frequently used program option in grades 2-6.

Other Program Options include after-school programs, contests, and competitions. They are always considered to be enrichment and often provide opportunities for creative writing, creative problem solving, visual and performing arts, and development of leadership and interpersonal skills.

Table 4 shows the percentage of programs, by type, that offer only acceleration, only enrichment activities, or both acceleration and enrichment. The total number of each program type is also given in this table.

TABLE 4: Statewide Summary

Description of Program Options for Gifted Learners 1988-89
Percentage of programs designated as:

Program Option	Only Acceleration	Only Enrichment	Both Acceleration and Enrichment	Total Number of Program
Self-Contained Differentiated:				
PreK-8	8%	28%	64%	415
9-12	22%	17%	61%	274
Regular Classroom:				
PreK-8	11%	45%	44%	731
9-12	34%	8%	58%	450
Pull-Out Programs:				
PreK-8	3%	68%	29%	2,344
9-12	12%	54%	34%	133

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5. Identification Methods and Procedures

All responding districts indicated that they use multiple criteria to identify gifted learners. In grades PreK-9, the methods used most often are teacher nomination and standardized achievement test scores. For grades 10-12, teacher nomination and report card grades are the most frequently used instruments methods.

At all grade levels, PreK-12, peer nomination, and creativity tests are used the least. Self-nomination, although used infrequently at the PreK-8 grade levels, is used more often than I.Q. scores at the the 9-12 grade levels.

Table 5 shows the percentage of districts that use each of the identification methods/procedures listed to identify giftedness at each grade level. Instruments included in the table are I.Q. test scores, standardized test scores, creativity test scores, peer nomination, self-nomination, teacher-nomination, report card grades, and "other."

Listed most frequently as "other" identification instruments were the following assessment tools/procedures:

- parent nomination
- student interview
- student writing samples
- student work portfolio
- problem-solving activities

TABLE 5: Statewide Summary

Identification Instruments

Percentage of districts using each of the following instruments to identify giftedness at each grade level.

GRADE	IQ TEST	STANDARDIZED ACH TEST	CREATIVITY TEST	PEER NOMINATION	SELF-NOMINATION	TEACHER NOMINATION	REPORT CARD	OTHER
PRE-K	15.4	19.2	7.7	3.8	3.8	26.9	11.5	11.7
K	9.9	17.9	3.1	1.1	3.8	34.7	10.7	18.8
1	13.9	22.0	4.2	1.7	4.5	27.8	12.8	13.1
2	15.6	23.0	4.5	2.6	4.9	25.1	12.7	11.6
3	18.3	22.8	5.0	3.0	5.0	23.3	12.0	10.6
4	19.2	22.7	5.1	3.3	5.1	22.5	11.9	10.2
5	19.0	22.6	5.3	3.3	5.1	22.4	12.2	10.1
6	18.6	22.6	5.2	3.4	5.6	22.4	12.8	9.4
7	17.7	22.6	4.8	3.6	6.4	21.9	13.5	9.5
8	17.0	22.6	4.5	3.3	6.5	22.5	14.3	9.3
9	10.9	20.4	3.6	3.2	11.8	22.6	18.7	8.8
10	10.7	18.8	3.3	3.7	12.2	22.8	19.3	9.2
11	10.7	18.9	3.4	3.6	12.5	22.6	19.7	8.6
12	10.3	18.3	3.6	3.7	13.0	22.7	19.4	9.0

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6. Staffing of Gifted Programs

In grades PreK-8, there was a higher percentage (56%) of gifted program teachers than other program teachers (44%). This is reflective of the popularity of the pull-out program option in the lower grade levels. (See Table 4 for the total number of programs.)

In grades 9-12, the reverse was true. There were more other program teachers (56%) than gifted program teachers (44%). This is reflective of the high number of gifted learners served in the regular classroom at these grade levels. (See Table 4 for the total number of programs.)

Teacher/pupil ratio was higher at the PreK-8 grade levels (1:32) than at the 9-12 grade levels (1:22). Statewide teacher/pupil ratio was 1:28. As compared with the data presented in the 1986-87 survey report (1:33), the 1988-89 data on teacher/student ratio showed a slight decrease while the number of gifted students served increased.

Table 6 shows the number of gifted program teachers, other program teachers, and gifted program coordinators expressed in Full Time Equivalents (FTE) in 1988-89. Also given in Table 6 are teacher/student ratios for grades PreK-8, grades 9-12, and statewide (PreK-12).

TABLE 6: Statewide Summary

Staffing of Gifted Programs 1988-89
(Expressed in Full Time Equivalent)

	Grades PreK-8	Grades 9-12	Totals
Gifted Program Teachers	1,343.1	878.9	2,222
Other Program Teachers	1,069.8	1,101.6	2,171.4
Gifted Program Coordinators	199.9	107.4	307.3
Teacher*: Pupil Ratio	1:32	1:22	1:28

*Teacher = Gifted Program Teachers and Other Program Teachers

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1988-89 GIFTED EDUCATION SURVEY INSTRUCTIONS

Please read the accompanying glossary of terms as you complete each section of this survey.

(1) Enter the County and District names and codes.

(2) Total number of students/served.

Enter the number of students actually served at each grade level who are in a program for the gifted (as of January 3, 1989). This information will be used in the Chapter 2 Block Grant formula for LEAs. (This number is equal to (3a) + (4a) + (5a) + (6a).

(3)-(6) Type of gifted program:

(3) Self-contained differentiated class.

(3a) Enter number of students in self-contained, differentiated classes at each grade level.

(3b) Enter number of hours of instruction per week in which gifted students are taught by the teacher of the gifted in self-contained differentiated classes at each grade level.

(3c) Indicate whether the program is: 1-accelerated; 2-enrichment; 3-both accelerated & enrichment.

(4) Regular Classroom

(4a) Enter number of gifted students served in the regular classroom with differentiated learning activites.

(4b) Enter number of hours of instruction per week in the regular classroom at each grade level.

(4c) Indicated whether the program is: 1-accelerated; 2-enrichment; 3-both accelerated & enrichment.

(5) Pull Out Class

(5a) Enter number of students attending pull out classes at each grade level.

(5b) Enter number of hours of instruction per week in pull out programs at each grade level.

(5c) Indicate whether the program is: 1-accelerated; 2-enrichment; 3-both accelerated & enrichment

(6) Other Program Options:

(6a) Enter the number of students served through other programs provided. These may include after school programs, contests/competitions, etc.

(6b) Enter number of hours of instruction per week in which gifted students are served in other programs at each grade level.

(7) Identification Instruments Used:

(7a)	**I.Q. Test**	Check if an I.Q. score is used to determine placement.
(7b)	**Standard Ach.Test**	Check if any standardized test scores are used to determine placement.
(7c)	**Creativity Test**	Check if a creativity test is used to determine placement.
(7d)	**Peer Nomination**	Check if there is a procedure used whereby peers may be nominated for gifted programs.
(7e)	**Self Nomination**	Check if there is a procedure used whereby students may nominate themselves for a gifted program.
(7f)	**Teacher Nomination**	Check if there is a teacher nomination checklist/procedure used to determine placement at each level.
(7g)	**Report Card**	Check if report card grades are used to determine placement.
(7h)	**Other**	Please write in any additional identification instrument used to determine placement in a gifted program.

(8) Staffing (Full Time Equivalent):

(8a) Enter total number of teachers of the gifted, who are not also program coordinators, (expressed in FTE) by grade level clusters (Pre K-8 or 9-12).

(8b) Enter total number of other teachers who teach the gifted (expressed in FTE) by grade level clusters (Pre K-8 or 9-12).

(8c) Enter total number of coordinators of gifted programs (expressed in FTE) by grade level clusters (Pre K-8 or 9-12).

(9) Person Responsible for the Survey

Enter the name of the person who has completed the survey and is accountable for the information contained herein.

(10) Chief School Administrator

Type the name of the district's chief school administrator.

(11) Signature of Chief School Administrator

The survey must be signed and dated by the chief school administrator.

(12) Return Survey Copies

- The white and pink copies must be returned to:

  Division of General Academic Education
  CN 500
  Trenton, N.J. 08625-0500

- Return the goldenrod to the county office.
- Retain the yellow copy for your records.

NEW JERSEY STATE DEPARTMENT OF EDUCATION

GIFTED EDUCATION SURVEY 1988-89

DIVISION OF GENERAL ACADEMIC EDUCATION

MISJ030010691

(1)

COUNTY _____ CODE ☐☐

DISTRICT _____ CODE ☐☐☐☐

GRADE LEVELS	STUDENT TOTALS	PROGRAMS FOR THE GIFTED											IDENTIFICATION INSTRUMENTS (Please check all instruments used at each grade level)							
		Self-Contained Differentiated			Regular Classroom			Pull Out			Other									
7h	2 Served	3a Number of Students	3b Number Hours/ week	3c 1. (A*) 2. (E*) 3. (B*)	4a Number of Students	4b Number Hours/ week	4c 1. (A*) 2. (E*) 3. (B*)	5a Number of Students	5b Number Hours/ week	5c 1. (A*) 2. (E*) 3. (B*)	6a Number of Students	6b Number Hours/ week	7a I.Q. Test	7b Stand. Ach. Test	7c Creativity Test	7d Peer Nom.	7e Self Nom.	7f Teacher Nom.	7g Report Card	7h Other
PRE-K																				
K																				
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
TOTAL																				

(8) STAFFING (FTE)			
Grade	(a)Gifted Program Teachers	(b)Other Program Teachers	(c)Gifted Program Coord.(s)
Pre K-8			
9-12			

(A*) = Accelerated
(E*) = Enrichment
(B*) = Both Accelerated & Enrichment

(9) Person Completing Survey: _____ phone( ) _____

(10) Chief School Administrator (typed): _____ date: _____

(11) Signature of Chief School Administrator: _____

(12) Return by: April 15, 1989

White & pink copies/send to Division of General Academic Education

Yellow copy/for District Records

Goldenrod copy/send to County Office